

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☒ Magnet ☐ Choice

Name of Principal: Ms. Susan McCauley

Official School Name: DeKalb School of the Arts

School Mailing Address:
2415B N Druid Hills Rd NE
Atlanta, GA 30329-3210

County: DeKalb State School Code Number*: 644-0400

Telephone: (678) 676-2502 Fax: (678) 676-2510

Web site/URL: <http://www.dekalb.k12.ga.us/dsa/> E-mail: susan_m_mccauley@fc.dekalb.k12.ga.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Crawford Lewis

District Name: DeKalb County Schools Tel: (678) 676-1200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Thomas Bowen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------|---------------------|
| 84 | Elementary schools |
| 20 | Middle schools |
| | Junior high schools |
| 21 | High schools |
| 23 | Other |
| 148 | TOTAL |

2. District Per Pupil Expenditure: 8988

Average State Per Pupil Expenditure: 8428

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8	15	36	51
1			0	9	15	46	61
2			0	10	15	48	63
3			0	11	10	48	58
4			0	12	13	34	47
5			0	Other			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					280

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
3 % Asian
64 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
26 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	285
(5)	Total transferred students in row (3) divided by total students in row (4).	0.011
(6)	Amount in row (5) multiplied by 100.	1.053

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 72

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

Total Number of Students Served: 9

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>2</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>8</u>	<u>0</u>
Total number	<u>37</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 11 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	97%	97%	97%	98%
Daily teacher attendance	82%	85%	88%	78%	62%
Teacher turnover rate	28%	0%	4%	0%	8%
Student dropout rate	0%	0%	%	0%	1%

Please provide all explanations below.

*The higher turnover rate for 2007-2008 was due to 3 retirements, 2 resignations to be closer to spouses work/home, 1 administrative mid-year transfer, 1 personal reasons

*DeKalb School of the Arts has not registered a drop-out in the past five years.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	61	
Enrolled in a 4-year college or university	95	%
Enrolled in a community college	5	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

DeKalb School of the Arts (DSA) is uniquely designed to appeal to students in grades 8-12 who wish to pursue a specialized education in the arts. DSA is the only magnet program in the DeKalb County School System (DCSS) which offers a stand-alone program. Arts classes include performance (dance, drama, vocal music, instrumental music) and applied (visual arts, media, computer graphics, creative writing, technical theater). In addition to the full complement of arts, DSA offers the full state and district required academic curriculum including accelerated, advanced and Advanced Placement offerings in all areas. World language offerings include Spanish, Latin and French.

The mission of DSA is to provide the highest quality education possible through the academics and the arts. Our vision is to support pre-professional training in all the arts areas so that students may enter the working arts world or pursue advanced training at the post-secondary level upon graduation. Regardless of a student's post-secondary plans, DSA graduates have found the basic training offered to them through the arts accelerated their success. DSA students must be focused, intrinsically motivated, masters of time management, and possess the ability to work with a variety of people.

The staff of DSA has the unique ability to work with students from a wide range of backgrounds and academic levels. We work to move all students to the highest level of achievement, regardless of their level upon matriculation. The academic and arts staff work collaboratively to plan for student success. Communication between these departments assists students in managing the busy after-school requirements in both areas.

Parental support is a key element of the success of DSA. Our PTSA supports the entire school program through coordinating volunteers (show supervision, set building, chaperones for field trips, guest speakers) and providing additional support needed for the academics and the arts (commissioning of a piece for the music department, tutus for ballet, reading materials for whole school project). DSA parents are the first stepping stone to a student's success at DSA. They support the student in allowing them to follow their passion for the arts and managing the rigorous demands of the program itself.

Despite (or maybe because of) our small size, DSA has received many recognitions. Most recently, we were named a College Board AP Honor program for achievement, inclusion and access. In the spring of 2007, DSA was named a Grammy Enterprise School for excellence in music education. DSA continually scores at or near the top for achievement in both state and national assessments.

DSA is not just a school; it is a way of life for all involved. Each member of the staff must wear many hats: director, teacher, club sponsor, nurse and counselor. The students must balance the demands of the academic program and moving forward with artistic success. The parents must do more than just let their child off at the front door each morning.

Our school is a place where students enjoy learning and the staff enjoy teaching.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In general, DeKalb School of the Arts (DSA) maintains a high success rate in meeting and exceeding student achievement through the Georgia mandated testing. Over the past five years, Georgia has transitioned the four core academic areas from the Quality Core Curriculum (QCC) to the Georgia Performance Standards (GPS). With this transition, DSA has still maintained a high level of achievement. Most notably, the pass rate on the Georgia High School Graduation Test (GHS GT) in science has increased. This is one of the most challenging areas statewide for students to master.

While DSA maintains almost a 100% pass rate on most tests, we are working in the transition from the Quality Core Curriculum to Georgia Performance Standard in order to move more students from "Meets" to "Exceeding" categories. The teachers are working to provide instruction aligned to the GPS which will most closely matches the content assessed. We do not "teach to the test," but rather implement the state curriculum as planned.

Because of the small enrollment, subgroups are not usually targeted on DeKalb School of the Arts' Annual Yearly Progress data. With our small number of Students With Disabilities and Economically Disadvantaged, we will still have high pass rates and most students in those areas achieve on a level with their peers not otherwise identified.

State and national test results may be found at:

<http://www.gadoe.org/ReportingFW.aspx?PageReq=102&SchoolId=43333&T=1&FY=2008>

2. **Using Assessment Results:**

Through the district's Comprehensive School Improvement Plan (CSIP) which each school completes based on its data, DSA faculty and staff identify areas of strengths and weaknesses within each curriculum area. Action plans with Annual Measurable Objectives (AMO) targets are out-lined at the beginning of the year. The CSIP is continually monitored throughout the year so the instructional focus is maintained in each area. The most identified need throughout the academic areas is the need to move more students from basic/proficient to exceeding/advanced based on the state assessment results.

While not included on the CSIP, we work to increase access/equity for Advanced Placement classes, urge students to take advantage of SAT prep materials through the College Board, and incorporate these strategies into every day instruction.

3. **Communicating Assessment Results:**

Parents and students are also involved in the development and reviewing of the CSIP throughout the year. The School Council, a parental involvement tool mandated by Georgia Law, focuses on student achievement and building for success. Assessment results and other AYP indicators are regularly disseminated through the School Council and PTSA. At the monthly PTSA meeting, the Assistant Principal for Instruction (API) gives updates on test results, impending test dates and suggestions for supporting students. Our school's web-site provided links to school, district and state test results. We openingly celebrate our success with student achievement, yet stress that these results are not achieved without the students, parents, and staff engaging in active and meaningful instruction. We also communicate with parents and students the areas in which DSA students must put in extra effort: math and science. For students who are more artistically inclined, these two areas are closely monitored and extra support with tutoring and materials is provided.

4. Sharing Success:

Our most basic belief for the success of students at DSA is that they are intrinsically motivated students. We would hope that every school has an opportunity to provide programs for students which make them want to come to school and engage in learning. DCSS is leading the state in offering the widest range of programs in high schools to allow students the opportunity to find an engaging place of learning. Students who are classes every day and engaged in learning will be successful.

The arts are an integral part of a student's education. Whether it is singing, drawing, acting or making movies, this type of student engagement allows them to excel in other areas. It is the hope that all schools, regardless of economic factors, will include some type of arts education in their curriculum. We, as a nation, must not lose the ability to produce students with an appreciation, if not the talent, for the arts. The arts allow students (and adults) the opportunity for alternative expressions of fear, doubts, beauty and joy.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

DeKalb School of the Arts (DSA) offers the full district and state mandated curriculum in grades 8-12. Students take eight classes a year on an alternating block schedule (Odd/even days) so that they have year long exposure to the curriculum. Students in grades 9-12 follow the district policy of four classes each in math, science, social studies, and ELA. Students will graduate with 32 high school credits at the end of their DSA career. At least two years of the same world language is required for a Georgia College Prep diploma with three years needed for College Prep with Distinction.

Students in grade 8 have seven preset classes (math, science, social studies, ELA, PE/Health, computer technology and a 4 week rotation class), then add one class of the arts areas in which they auditioned.

In grade 9, students take the four core academics, PE/Health, start World Language studies (Spanish, French or Latin), and expand to two arts classes. In each of the following years, students may add more arts electives (arts, AP, internship (12th grade), yearbook, etc.).

The math curriculum is transitioning from the QCC to GPS. Current course offerings include Math 1 (9th grade), Algebra 2 and 3, pre-Cal Trigonometry, Discreet Math, and AP Calculus. Under the GPS, students may still compact curriculum to advance to AP Calculus in the senior year.

Social studies includes civics/geography, world history, American history, and macro-Economics. AP offering begin in 10th grade with AP World History, then AP American History in 11th grade. AP Psychology is offered as an elective through the social studies department.

Ninth grade students take biology and then progress through two physical sciences (physical science, chemistry or physics). As seniors, students may take anatomy, environmental science or physics (based on their early classes).

The ELA curriculum includes reading, writing, grammar and literary analysis in all grade levels (GPS). Ninth grade students begin with enhancement of the basic skills moving towards 10th grade World Literature. American Literature is taken in 11th Grade. For the second year now, all seniors take AP Literature as their final ELA class to further prepare them for college level work. ELA also includes AP Language as an elective.

Additional district requirements include one additional credit of Physical Education which may be earned through dance classes or the more traditional Physical Education curriculum.

The State of Georgia Curriculum for arts classes is still based on QCC. The DSA arts classes meet these standards and also rely on national standards set by the leading organizations to offer advanced instruction.

The music department offers varying level of instruction in vocal and instrumental music (orchestra, band, guitar, piano). Music majors usually take 2-3 years of Music Theory with AP Music Theory offered as needed. Private voice and piano lessons are offered to majors through adjunct instructors.

The dance department offers instruction in ballet, modern, jazz and tap. Guest choreographers and teachers are often used to provide additional exposure to a variety of styles within the four main genres.

Media and computer technology classes include basic story development, editing, graphic design, filming, composition, and web-site development.

The visual arts curriculum includes the basic study of design (color theory, texture, light study, composition) advancing through AP Studio Art.

Drama classes include beginning levels to advanced. Students have exposure to a variety of techniques, script, dialect and scene development study. Additional workshops and conferences are supported to enhance their artistic development.

Creative writing classes begin in 9th grade. Students explore story and character development, fiction and non-fiction writing, script and essay creation. AP Language is used for the Level 3 students to explore the world of non-fiction writing.

Technical theater students learn the basics of design, management, lighting, sound costuming, and drafting to aid in productions. They learn how to re-wire electrics, focus lenses, run cables, sew, use power tools, and manage productions. Using these skills, students advance to providing the "backbone" of the DSA production department. Students run the shows which appear on stage.

2b. (Secondary Schools) English:

Students in 8th grade must pass the reading portion of the CRCT in Georgia to advance to the 9th grade. These students are exposed to a variety of literary genres and ways in which to interpret/analyze the readings. Students also take the 8th Grade Writing Assessment. This preparation exposes them to the variety of writing styles which may be assessed (expository, persuasive, short story, etc.). At the 8th grade level, using benchmark assessments, students reading levels are monitored and deficiencies are addressed. They have a wide range of materials to study and are encouraged to broaden the variety of materials they read.

The ELA curriculum in grades 9-11 at DSA is focused on pre-AP skills. Critical reading, analysis, intent, audience development, and rhetorical studies are included in grade levels. The historical context of the literature is aligned with the Social Studies curriculum so that it becomes an important part of the contextual study of literature as well. Students in all grade levels use writing as part of their studies to mimic the styles/genres being addressed or to be able to express their thoughts and ideas on paper. In the 12th AP Literature Classes, the critical analysis and writing about literature is stressed.

3. Additional Curriculum Area:

The development of the media and technology classes at DSA is an integral part of our program. These students are able to integrate music, art, writing, and acting into the classes. Media students write, film, act in, and edit their own pieces (as well as archiving all the school's productions). Coordinating with the other technology classes, graphic design, web-page development, and digital photography lead students to integrate their other arts passions as well. The technology pieces students study at DSA give them an advantage when leaving the school. They have the ability to create, produce, and market pieces which showcase their many talents. With the world moving more and more towards the digital arts, these skills are essential for 21st century graduates.

4. Instructional Methods:

Differentiated instruction is not new to DSA. In all classes, students have opportunities to use their creative talents to show mastery of subject areas. Teachers use a variety of instructional methods to deliver the curriculum. Teachers are becoming more adept with the integration of video clips, web-sources, and curriculum based web-sites to re-enforce learning or deliver new material. Students With Disabilities (SWD) students, through their IEPs, receive modified assignments, extra time, or alternative assessments to show mastery. Students have the opportunity for computer based instruction when appropriate, on-line remediation and test preparation. Arts classes often use the historical study of a period to concentrate on a specific style or integrate another art in the class.

5. Professional Development:

There is a three-fold approach to professional development at DSA. Through the district, specific content opportunities are offered to update staff on district curriculum, assessments, and best practices for that area. At the school level, teacher experts are used to deliver best practices or new methods which they have found successful in their classrooms. DSA focuses on student engagement and differentiated instruction. The last leg of our professional development lies within each teacher. Each year, almost every staff member has the opportunity to attend a conference at the state or national level which addresses their content area. These opportunities allow staff members to have a more personal experience within their curricular area, therefore, it is more likely that they will integrate new or best practices into their instruction.

This year, we are focusing on technology integration into all curriculum areas. Teacher leaders are working with their peers to expand the use of technology in the classroom. Students are submitting written assignments through a web-based program which screens for plagiarism, yet also gives students feedback on their writing style. Teachers are moving beyond the basic "PowerPoint" for technology integration and mastery of student learning.

6. School Leadership:

Distributive leadership is the key to success for a 21st century principal. Involving all stakeholders in the process, evaluation and implementation of a school program is essential. The principal acts as an extension of the school district, yet works to maintain the unique identity of the school within the larger district's plan. Weekly meetings are held between the small administrative team (principal, API, counselor, artistic directory). Their main focus is to monitor discipline, attendance, overall program implementation and counseling pieces which effect the school as a whole. The larger leadership team (department heads and administrative team) work together once a month to address more specific issues raised within departments or discuss how best to implement district initiatives. The leadership team is also responsible for monitoring the CSIP, gathering information from departments, and reviewing school-wide policies and procedures. The PTSA Board and School Council work to provide the parental support needed. They are used as sounding boards for school wide issues/concerns, solutions, and they are informed of district initiatives which may have a positive or negative effect of the local school program. The PTSA focuses more on the total school program, funding, volunteerism and public relations. The School Council focuses more on advancing the academic programs and monitoring students achievement. Student's leaders through SGA (Student Government Associations) and SPA (Students for the Performing Arts) are used as liaisons with administration to address school wide concerns, district initiatives, and plan student social activities.

With the new GPA math implementation in 9th grade this year, the school council has been a good discussion forum. Two of the parent members and the 9th grade math teacher are on the council. We work together to provide answers, resources, and assessment results which will enhance student learning with the new curriculum.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: GHSGT - Math

Edition/Publication Year: 2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Pass	100	100	100	96	100
Pass Plus	72	67	65	52	64
Number of students tested	47	58	52	54	50
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass	100		100	67	100
Pass Plus	33		73	33	57
Number of students tested	12		15	12	14
2. Racial/Ethnic Group (specify subgroup): Black					
Pass	100	100	100	93	100
Pass Plus	69	60	63	25	58
Number of students tested	32	42	41	28	40
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Blanks indicates "Too Few Students" for state reporting

Subject: Reading
Edition/Publication Year: 2008

Grade: 11 Test: GHSGT - ELA
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Pass	98	100	100	100	100
Pass Plus	83	93	92	94	92
Number of students tested	47	58	52	54	52
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass	92		100	100	100
Pass Plus	75		87	92	93
Number of students tested	12		15	12	14
2. Racial/Ethnic Group (specify subgroup): Black					
Pass	100	100	100	100	100
Pass Plus	78	93	90	93	90
Number of students tested	32	42	41	28	40
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Blanks indicate "Too Few Students" for state reporting.

Subject: Mathematics

Grade: 8

Test: CRCT

Edition/Publication Year: 2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	100	98	95	84	86
Exceeds	14	33	16	24	18
Number of students tested	50	52	56	49	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets		100	94		70
Exceeds		15	22		10
Number of students tested		13	18		10
2. Racial/Ethnic Group (specify subgroup): Black					
Meets	100	97	91	71	81
Exceeds	8	27	7	11	9
Number of students tested	36	30	35	28	32
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Blanks indicate "Too Few Students" for state reporting. There have been many changes in the expectations and curriculum in 8th grade math. 2003, 2004, 2005 used QCC. Transition to GPS occurred in 2006. All 8th grade students in DCSS were mandated to take Algebra 1 starting in 2005 (this does not directly correlate with 8th grade CRCT). 2007-2008 data includes re-test scores from summer to reach 100 passing. State mandate that students pass math CRCT to advance to 9th grade was implemented with 05-06 school year. For state comparisons and recognition of student achievement, the QCC to GPS transition was taken into account by converting performance(s) to z scores. Therefore, GA DOE measured the school's distance from the state in each respective year (looked at relative growth).

Subject: Reading

Grade: 8

Test: CRCT

Edition/Publication Year: 2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	100	100	100	98	100
Exceeds	46	52	25	84	84
Number of students tested	50	52	56	49	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets		100	100		100
Exceeds		31	22		70
Number of students tested		13	18		10
2. Racial/Ethnic Group (specify subgroup): Black					
Meets	100	100	100	96	100
Exceeds	39	50	17	75	81
Number of students tested	36	30	35	28	32
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Blanks indicate "Two Few Students" for state reporting. 8th Grade writing assessment switched from QCC to GPS between school year 04-05 to 05-06. Scoring rubric changed to meet new curriculum standards.